

Montana Content Chapters

	Standards	Grade
	Standard 1-Students construct meaning as they comprehend, interpret, analyze	1. Make predictions and connections between previous information/experiences. RE - 1. 2. Identify main ideas and some supporting

Content Standards Chart for Literature

Grade 4	Grade 8	
<p>connections between new literary works and previous information/experiences and explore questions about the impact of literary elements. RE - 1.4.1.</p>	<p>1. Make predictions and connections between new literary works and previous information/experiences and explore questions about the impact of literary elements. RE - 1.8.1. SS - 6.8.2.</p>	<p>1. RE - 1.8.1. SS - 6.8.2.</p>

ls Integration ure

	Upon Graduation	
evi-	<ol style="list-style-type: none">1. Propose and pursue questions and answers to the complex elements of literary works (e.g., historical and cultural influence, style, figures of speech). PE 51-12.11; 2-12.2	

Standard 1-Students construct meaning as they comprehend, interpret, analyze and respond to literary works.

1. Make predictions and connections between previous information/experiences. [RE - 1.4.1](#).
2. Identify main ideas and some supporting details. [RE - 1.4.4](#).
3. Retell key events of literary works in sequence.
4. Make connections and comparisons of literary works. [RE - 5.4.1](#); [5.4.2](#).
5. Make, confirm, or revise predictions based on previous information/experiences. [RE - 2.4.8](#).
6. Respond personally to ideas and feelings in literary works. [\[AR - 3.4.2\]](#). [RE - 1.4.3](#); [4.4.4](#).

Standard 2-Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.

1. Identify literary devices (e.g., figurative language). [RE - 2.4.3](#).
2. Demonstrate an understanding of literary elements (e.g., character, setting, problem solving). [AR - 3.4.1](#).
3. Increase vocabulary through the use of various sources (e.g., dictionary, thesaurus, glossary). [RE - 2.4.6](#).
4. Identify how language, literary devices, and elements contribute to the meaning of literary works. [RE - 2.4.4](#).

Standard 3-Students reflect upon their literary experiences and purposefully select from a range of works.

1. Select a variety of literary works for personal satisfaction, and enjoyment. [ML - 1.4.1](#); [2.4.1](#).
2. Select print/nonprint works based upon personal experiences (e.g., author, subject, theme, genre).
3. Demonstrate the understanding that the selection of literary works include personal satisfaction and lifelong literature appreciation. [\[LM - 3.4.1\]](#). [RE - 4.4.1](#).

<p>connections between new literary works and previous ones. RE - 1.4.1.</p> <p>the supporting details of literary works.</p> <p>works in sequence. RE - 1.4.5.</p> <p>comparisons of literary elements within and across works. RE - 1.4.2.</p> <p>predictions based on the literary works.</p> <p>and feelings generated by literary works. RE - 1.4.3; 4.4.4.</p>	<ol style="list-style-type: none"> 1. Make predictions and connections between new literary works and previous information/experiences and explore questions about the impact of literary elements. RE - 1.8.1. SS - 6.8.2. 2. Identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words. RE - 1.8.4; 1.8.5. 3. Summarize stories and identify major literary elements. RE - 1.8.5. 4. Compare, contrast, and make connections of literary elements within and between works. RE - 5.8.1; 5.8.2. 5. Draw inferences and conclusions based on literary works. RE - 1.8.1; 1.8.2; 1.8.4. 6. Respond to literary works on the basis of personal insights and respect the different responses of others. [AR - 3.8.2]. RE - 1.8.3; 1.8.4. 	
<p>g., figurative language, exaggeration).</p> <p>ing of literary elements (e.g., plot, theme, character, setting). AR - 2.4.1 (TH). RE - 2.4.2.</p> <p>n the use of context clues and reference materials (e.g., glossary) to understand literary works.</p> <p>ary devices, and forms contribute to the impact of literary works. RE - 2.4.4.</p>	<ol style="list-style-type: none"> 1. Identify the effect of literary devices (e.g., figurative language, allusion, diction, dialogue, description, imagery). RE - 2.8.3. 2. Recognize the impact of literary elements (e.g., plot, theme, character, setting, point of view) and evaluate their effectiveness. AR - 2.8.1 (TH). RE - 2.8.2. WL - 2.II.3. 3. Evaluate how vocabulary and language contribute to literary works. RE - 2.8.6; 5.8.4. 4. Demonstrate an understanding of how language, literary devices, and forms contribute to the impact of literary works. RE - 2.8.4; 5.8.4. 	
<p>works for purposes of discovery, appreciation, and enjoyment. RE - 1.4.1; 2.4.1. RE - 4.4.1.</p> <p>based upon reflection of prior literary experiences (e.g., plot, theme, genre). RE - 3.4.3.</p> <p>ing that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literary appreciation. [LM - 3.4.2; 3.4.3]. ML - 1.4.1; 2.8.1. RE - 3.8.3</p>	<ol style="list-style-type: none"> 1. Select a variety of literary works, expressing reasons for personal recommendation, discovery, appreciation, and enjoyment. ML - 2.8.1. RE - 3.8.3 2. Apply given criteria to evaluate literary merit and express critical opinions about literary works. 3. Demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literary appreciation. [LM - 3.8.3]. RE - 4.8.1. 	

<p>evi-</p> <p>ils,</p> <p>and</p> <p>;</p> <p>et the</p>	<ol style="list-style-type: none"> 1. Propose and pursue questions and answers to the complex elements of literary works (e.g., historical and cultural influence, style, figures of speech). RE - [1.12.1]; 2.12.3. 2. Develop and define with textual support interpretations of complex literary works. RE - 1.12.4. 3. Analyze the major elements significant to the interpretation process (e.g., point of view, tone, dramatic action). RE - 1.12.5; 2.12.2. WL - 2.III.3. 4. Recognize, compare, contrast, make connections, and analyze approaches to literary elements in various works. RE - [4.12.4]; 4.12.5; 5.12.1. WP - 3.12.4. 5. Compare and contrast individual and group responses/reactions with author's purpose/intent. [RE - 1.12.3]. 6. Demonstrate oral, written, and/or artistic responses to ideas and feelings generated in literary works. [AR - 3.12.2]. RE - 1.12.3. [WP - 2.12.3]. [WL - 3.III.3].
<p>on,</p> <p>r,</p> <p>.</p> <p>t</p>	<ol style="list-style-type: none"> 1. Discuss ways in which literary devices and elements (e.g., syntax, imagery, figurative language, allusion, symbols, irony) produce a dominant tone, effect or theme. RE - 2.12.3. WP - 2.12.3. 2. Analyze and critique the effectiveness of an author's choice of literary devices/elements. RE - 2.12.2; 2.12.3. 3. Recognize and articulate how language enhances meaning and conveys power to impact an individual and/or society. 4. Evaluate how language, literary devices, and forms contribute to the impact of a work on the reader/listener/viewer. RE - 2.12.3; 2.12.4; 5.12.4. SL - 3.12.7.
<p>om-</p> <p>8.3</p> <p>n-</p> <p>ary</p> <p>a-</p>	<ol style="list-style-type: none"> 1. Use prior experience to select materials and articulate purposes for selection (e.g., learn, enjoy, persuade, exchange information). RE - 3.12.3. ML - 1.12.2; 2.12.2. 2. Develop and apply criteria to evaluate the reliability, authenticity, and literary merit of information conveyed in a literary work. [RE - 5.12.4]. 3. Recognize literary works as vehicles for acquiring new information, responding to social and workplace needs, and discovering and gaining personal fulfillment. [LM - 3.12.3]. RE - 4.12.1. [WP - 6.12.2].

Literature

Standard 4-Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.

1. Select, read, listen to, and view a variety of literary works. [4.4.5](#); [4.4.6](#). [SL - 2.4.5](#).
2. Respond to traditional and contemporary literary works from diverse perspectives, cultures, and issues (e.g., discuss, write, move, design, compose). [RE - 4.4.4](#).
3. Create and share responses to literary works using a variety of technology, speaking, writing, and other media. [4.4.1](#). [ML - 3.4.1](#). [RE - 1.4.3](#). [[SL - 3.4.1](#); [1.4.4](#); [2.4.1](#); [2.4.2](#); [2.4.3](#); [2.4.4](#); [2.4.5](#)].

Standard 5-Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.

1. Identify how culture, ideas, and issues are expressed in literary works. [RE - 4.4.4](#). [SS - 6.4.2](#).
2. Compare one's culture to the culture portrayed in literary works. [RE - 1.4.2](#); [4.4.4](#).
3. Make association between ideas expressed in literary works and personal experiences. [RE - 1.4.1](#).

LEGEND:

Content Code:

This chart illustrates the “explicit” and “implicit” over standards with minor adjustments.

[AR - Arts \(dark pink\)](#)

[HE - Health Education](#)

[ML - Media Literacy \(blue\)](#)

[RE - Reading](#)

<p>view a variety of literary works. RE - 4.8.2; 4.8.3; 4.8.4; 4.8.7. SL - 2.8.5.</p> <p>contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works). RE - 4.8.4.</p> <p>to literary works through the application of technology, speaking, writing, and visual and performing arts (e.g., discuss, write, move, design, compose, sing). [AR - 3.8.2; 4.8.3]. ML - 3.8.1. RE - 1.8.3. [WR - 1.8.1; 1.8.2; 1.8.4; 2.8.1; 2.8.2; 2.8.3; 2.8.4; 2.8.5].</p>	<ol style="list-style-type: none"> 1. Select, read, listen to, and view a variety of literary works. RE - 4.8.2; 4.8.3; 4.8.4; 4.8.7. SL - 2.8.5. 2. Respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works). RE - 4.8.4. 3. Create and share responses to literary works through the application of technology, speaking, writing, and visual and performing arts (e.g., discuss, write, move, design, compose, sing). [AR - 3.8.2; 4.8.3]. ML - 3.8.1. RE - 1.8.3. [WR - 1.8.1; 1.8.2; 1.8.4; 2.8.1; 2.8.2; 2.8.3; 2.8.4; 2.8.5]. 	<p>1 v h V 2 in 3 d [[4 e [</p>
<p>and issues influence literary works. AR - 5.8.1.</p> <p>e culture portrayed in a literary work. RE - 4.8.5; 4.8.6; 5.8.1.</p> <p>ideas expressed in literary works and RE - 4.8.6.</p>	<ol style="list-style-type: none"> 1. Examine and explain how history, culture, ideas, and issues influence literary works. AR - 5.8.1. 2. Compare and contrast a variety of perspectives of self, others and world issues through a selection of literary works. RE - 4.8.5; 4.8.6; 5.8.1. 3. Use literary works to develop an understanding of the many dimensions of human experience (e.g., philosophical, ethical, aesthetic). RE - 4.8.6. 	<p>1 n 4 2 u 3 li 4 s e</p>

“implicit” overlaps in the standards. With “explicit” overlaps, a teacher will naturally cover both standards. With “implicit”

Health Enhancement (black)

Reading (blue)

LM - Library Media (pink)

SC - Science (red)

LT - Literature (blue)

SS - Social Studies (gold)

2; 8.4. of ss, E -	<p>1. Select, read, listen to, and view a variety of traditional and contemporary works from diverse cultures (e.g., American Indian works), genders, genres, historical periods, and styles. RE - 4.12.5; 4.12.6; 4.12.7. [SL - 2.12.5]. WP - 2.12.6.</p> <p>2. Demonstrate how factors of history and culture, gender and genre, influence and give meaning to literature. RE - 4.12.5. WP - 2.12.6.</p> <p>3. Create and share responses to literary works (e.g., discuss, write, move, design, compose, sing, dramatize, produce multi-media presentations). [AR - 1.12.1; 3.12.2; 4.12.3]. ML - 3.12.1. RE - 1.12.3. [WP - 2.12.3]. [WR - 1.12.1; 1.12.2; 1.12.4; 2.12.1; 2.12.2; 2.12.3; 2.12.4; 2.12.5].</p> <p>4. Analyze diverse literature to identify and compare common human experiences within and between cultures. [ML - 3.12.1]. RE - 4.12.5; [5.12.1].</p>
world ns of	<p>1. Examine, explain, and evaluate various perspectives concerning community, national, and world issues reflected in literary works. RE - 4.12.3; 4.12.4; 4.12.6; 4.12.7. SS - 6.12.3.</p> <p>2. Identify and respond to philosophical assumptions and basic beliefs underlying selected texts. [AR - 5.12.3]. RE - 4.12.5; 5.12.1.</p> <p>3. Recognize patterns, symbols, and universal themes present across literary works and relate those to personal experience. RE - 5.12.4.</p> <p>4. Investigate and report ways in which authors, their works, and their styles have impacted or been influenced by social and cultural issues or events. AR - 5.12.1. SS - 6.12.3.</p>

“implicit” (in brackets ex: [RE - 1.4.2]) a teacher could easily teach both

ue) MA - Math (green)

s (gold) SL - Speaking and Listening (blue)

standards with minor adjustments.

Content Code:

AR - Arts (dark pink)

HE - Health Education

ML - Media Literacy (blue)

RE - Reading Education

TE - Technology (purple)

WP - Workplace

User Code:

LT 1.4.2 = Literature, Standard 1, Grade 4, Benchmark



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Health Enhancement (black)

Reading (blue)

Workplace Competencies (yellow)

4, Benchmark 2

LM - Library Media (pink)

SC - Science (red)

WL - World Languages (lilac)

LT - Literature (blue)

SS - Social Studies (gold)

WR - Writing (blue)

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s (gold) SL - Speaking and Listening (blue)
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